

# Alps View Continuation High School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES 9-12

321 Victory Lane Weaverville, CA 96093

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**Ed Traverso**  
Superintendent

**Jamie Green**  
Principal

## Principal's Message

Alps View High School is a continuation high school in the Trinity Union High School District. Alps View High School is located in Weaverville on state highway 299 approximately one hour west of Redding and 2 hours east of Eureka. Our school was selected as a 2000 California Model Continuation High School by the California Department of Education.

### School Goals:

- To provide a safe, orderly, and supportive learning environment for students.
- To support and develop the uniqueness of each student while recognizing the need for them to be a successful contributing member of society.
- To develop positive self-esteem in students.
- To prepare students for the world of work in the 21st Century.
- To provide health education and services to students.
- To improve performance in the skills of reading, writing, speaking, listening, calculating, problem solving, studying, and critical thinking for all students.
- To improve student knowledge of civic values, including honesty, integrity, tolerance, fairness, magnanimity, and self-discipline.
- To encourage the development of individual students' talents and abilities at all levels.
- To review and enhance quality of instructional time and homework.
- To develop more effective instructional methodologies that meets the needs of all students.
- To involve parents, students, businesses, and the community in the education process.
- To provide opportunities for student participation in volunteer community service.

### Expected Schoolwide Learning Outcomes:

- All students will demonstrate an understanding of the "tools" for coping with the challenges of every day living and for developing self-worth.
- All students will demonstrate an understanding of civic values and the value of being a contributing member of society.
- All students will demonstrate competency in the performance skills of reading, writing, speaking, listening, calculating, problem solving, studying, critical and creative thinking, and the use of technology.
- All students will demonstrate an understanding of good health habits.
- All students will demonstrate an understanding of the requirements that are necessary in order to be successful in the world of work they will enter after leaving school.

## Mission Statement

Alps View High School is an innovative nontraditional education program that strives to prepare students for citizenship and employment by supporting their personal, academic, and ethical development in an individually structured environment.

## Parental Involvement

Parents as partners loses much of its impact at this level, however we invite parents to participate in their child's education by sending home regular reports of progress and holding a parent night at the start of each year to discuss the school, the curriculum and student expectations. Individual conferences are held as necessary.

For more information, please ccontact Jamie Green, Principal at: (530) 623-6127 extension 213.



## Trinity Alps Unified School District

321 Victory Lane  
Weaverville, CA 96093  
Phone: (530) 623-6104  
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[www.tausd.org](http://www.tausd.org)



## TAUSD Mission Statement

The Trinity Alps Unified School District is committed to preparing students for success by promoting responsible citizenship, critical thinking, knowledge and skills within a safe, positive educational environment.

## School Safety

The school safety plan covers routine matters as well as how to deal with an emergency should one take place. Fire and earthquake drills are completed each year as required. Students and staff review where they are to meet in a designated area should an emergency occur as well as at least one alternate location should the primary be blocked. The District is pro-active in dealing with issues of safety, to this end a district "tip line" was implemented to allow stake holders to call in anonymously with concerns and issues. We provide a clean and safe environment for students and staff. A new stairway on the slope that connects this site to the high school was also constructed during the school year.

The school safety plan was last reviewed in February 2010.

## Textbooks and Instructional Materials

All textbooks and media used at the site are Standards-aligned. In most instances the same textbooks and materials used at the traditional high school are used at the site. Odyssey Ware is also used in the core curriculum areas. Each student has his/her own assigned textbooks and materials to use at school and home. There are sufficient texts and materials for all students. Note: The state has extended the textbook adoption cycle in order to help schools during these difficult economic times.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	<i>Readers Choice</i> , Glencoe/McGraw	2006
Mathematics	<i>Algebra, Applications, Equations, and Graphs</i> , McDougal Little	2006
Science	<i>Earth Science</i> , McGraw-Hill	2007
History-Social Science	<i>World History: Modern Times</i> , Glencoe	2006
Biology	<i>Biology, Concepts and Applications</i> , Brooks/Cole	2006
Geometry	<i>Applications and Connections</i> , Glencoe/McGraw	2006
U S History	<i>Modern Times: The American Vision</i> , Glencoe	2006
Odyssey Ware	All core classes	2006

Note: This data was most recently collected and verified in September 2010.

## Availability of Textbooks and Instructional Materials

Alps View HS

Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%



## Professional Development

Staff development days were used for: Child Abuse, Mandated reporter training, Intervention in core subjects of and Reading/ Language Arts and Math, and Standard-aligned curriculum and instruction including pacing and bench marks.

For the 2007-08 school year, we dedicated two days for professional development. In 2008-09, and in 2009-10, there were three days dedicated for professional development.

## Availability of Textbooks and Instructional Materials

The table lists the percentage of pupils who lack their own assigned textbooks and instructional materials

## Class Size

Due to low enrollment, the three-year data for average class size is not shown.

### School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/ Fences, Playgrounds/School Grounds

### School Facility Good Repair Status

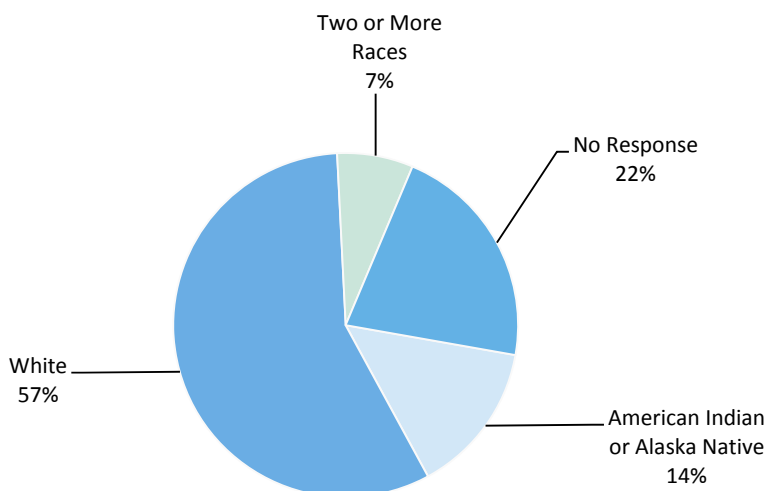
This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			08/01/2010
Date of the Most Recent Completion of the Inspection Form			08/01/2010

**Note:** At the time of this school facility inspection, no deficiencies were found.

### Enrollment and Demographics

The total enrollment at the school was 14 students for the 2009-10 school year.



### School Facilities

There were two classrooms, one set of restrooms and one office in use during the school year. A custodian splits his time between two sites each day which works out to a half time person. All cleaning is done after the end of the school day. The classrooms and office are carpet so they are vacuumed each day. The bathrooms are cleaned and mopped each day. The sidewalks are swept as needed. The grounds person from Trinity High School mows the lawns and takes care of the landscape as needed.

A new set of stairs was installed making the walk from Alps to the High school safer. Students are supervised at the site by staff at all times –from 8:00a.m. until the last student boards the bus or walks home.

Each year at the end of July the director of maintenance and the crew at the site inspects the site using the Facility Inspection tool (FIT). This inspection is a follow-up to the walk through that took place the previous May to determine what needed to be done during the summer and get the work scheduled.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$96,000.00 for the Deferred Maintenance Program. This represents 1%of the District’s general fund budget.



## STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Alps View HS			Trinity Alps USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	6%	11%	❖	44%	54%	51%	46%	50%	52%
Mathematics	❖	❖	❖	16%	40%	37%	43%	46%	48%
Science	❖	❖	❖	40%	58%	60%	46%	50%	54%
History-Social Science	❖	5%	❖	38%	46%	49%	36%	41%	44%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used.

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. Alps View Continuation High School is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served.

Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for Alps View Continuation High School. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf).

## Suspensions and Expulsions

Suspension and Expulsion Rates

	Alps View HS			Trinity Alps USD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.333	0.630	0.357	0.133	0.187	0.121
Expulsion Rate	0.000	0.000	0.000	0.007	0.002	0.000

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for Alps View Continuation High School. For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



## Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

## API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison

Group	2010 Growth API		
	Alps View HS	Trinity Alps USD	California
All Students	■	759	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	769	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	705	712
English Learners	■	■	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

## Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program

	Alps View HS	Trinity Alps USD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

## API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for Alps View Continuation High School. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).



### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Alps View HS		Trinity Alps USD	
<b>Met Overall AYP</b>	Yes		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	No	No
<b>API</b>	◇		Yes	
<b>Graduation Rate</b>	◇		Yes	

◇ Information not available.

### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

### Academic Counselors and School Support Staff

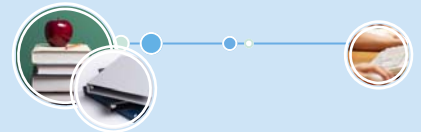
Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
<b>Number of Academic Counselors (FTE)</b>	0.33
<b>Ratio of Students Per Academic Counselor</b>	42:1
Support Staff	FTE
<b>Counselor (Social/Behavioral or Career Development)</b>	0.00
<b>Library Media Teacher (Librarian)</b>	0.00
<b>Library Media Services Staff (Paraprofessional)</b>	0.00
<b>Psychologist</b>	0.00
<b>Social Worker</b>	0.00
<b>Nurse</b>	0.00
<b>Speech/Language/Hearing Specialist</b>	0.00
<b>Resource Specialist (non-teaching)</b>	0.00
<b>Other</b>	0.00

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



### Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements			
Group	Graduating Class of 2010		
	Alps View HS	Trinity Alps USD	California
All Students	❖	90.7%	94.5%
Socioeconomically Disadvantaged	❖	82.4%	91.3%
English Learners	❖	❖	98.5%
Students with Disabilities	❖	❖	53.4%
Black or African American	❖	❖	89.7%
American Indian or Alaska Native	❖	❖	95.3%
Asian	❖	❖	97.4%
Filipino	❖	❖	98.2%
Hispanic or Latino	❖	85.7%	91.6%
Native Hawaiian or Pacific Islander	❖	❖	95.2%
White	❖	95.1%	98.1%
Two or More Races	❖	❖	◇

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Data not available from the state at this time.

### Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

	Alps View HS			Trinity Alps USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	◇	◇	100.00%	◇	◇	98.85%	80.61%	80.21%	78.59%
1-year Dropout Rate	◇	◇	3.7%	◇	◇	0.49%	5.46%	4.88%	5.69%

◇ Data not available from the state at this time.

### Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
2009-10 Participation	
Number of Pupils Participating in CTE	6
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	0.33%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	80%

### Career Technical Education Programs

Students participate in the career technical programs that are available at the high school which include ROP courses in: wood, cabinet making, agriculture science, digital photo, video design, graphic design and computer applications.

Steve Hagen serves as the Board's representative to the career technical advisory board. Metal and wood fabrication, agriculture, and computer technology as well as retail business are represented.



### California High School Exit Exam Results

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Alps View HS	❖	❖	❖	❖	❖	❖
Trinity Alps USD	58.2%	69.4%	62.8%	62.6%	58.6%	61.2%
California	52.9%	52.0%	54%	51.3%	53.3%	53.4%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### District CAHSEE Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Alps View Continuation High School.

Percentage of Students Achieving at Each Performance Level			
	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	36.8%	36.8%	26.4%
Mathematics	38.4%	46.5%	15.1%

### Courses Required for UC/CSU Admission

**University of California:** Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For more information on general admissions requirements, please visit the University of California Web site at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

**California State University:** Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Web site at [www.calstate.edu/admission](http://www.calstate.edu/admission).

### Course Enrollment for UC/CSU Admission

University of California and California State University Admission	
	08-09
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	0%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	0%

### California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.



*“Our school was selected as a 2000 California Model Continuation High School by the California Department of Education.”*



### Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

### Teacher Qualifications

Teacher Credential Information				
	Trinity Alps USD	Alps View HS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	41	3	2	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Alps View HS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Alps View HS	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	✧	✧

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



### Advanced Placement Courses

No information is available for Alps View Continuation High School regarding advanced placement (AP) courses offered.



## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Trinity Alps USD	Similar Sized District
Beginning Teacher Salary	\$38,068	\$38,591
Mid-Range Teacher Salary	\$57,699	\$55,764
Highest Teacher Salary	\$75,371	\$72,219
Average Principal Salary (Elementary School)	\$80,089	\$86,327
Average Principal Salary (High School)	◇	\$94,411
Superintendent Salary	\$91,200	\$116,768
Teacher Salaries — Percent of Budget	35.8%	34.8%
Administrative Salaries — Percent of Budget	4.7%	6.4%

◇ Information not available.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Alps View HS
Total Expenditures Per Pupil	\$10,121
Expenditures Per Pupil From Restricted Sources	\$10,121
Expenditures Per Pupil From Unrestricted Sources	\$0
Annual Average Teacher Salary	\$60,635

## Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Alps View HS	\$0	\$60,635
Trinity Alps USD	\$1,669	\$60,635
California	\$5,681	\$56,953
School and District — Percent Difference	*	0.0%
School and California — Percent Difference	*	+6.1%

\* A percentage cannot be calculate when one of the number is 0 (site unrestricted sources per pupil).

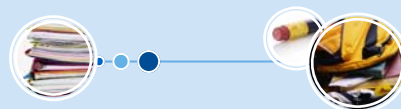
## Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



## Types of Services Funded

The district has continued to fund the continuation school with an amount equal to what had been categorical funds in the past and are now part of flex funding which can be moved to address other needs. In order to expand opportunities for students' classes at the high school such as ROP, computers, foreign language, shops, and art have been opened to them.



## School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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